

PALISADES CHARTER HIGH SCHOOL
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End-Year Report 2020-2021

Responsibilities:

- **Counseling (SPED 70%-75%)**
- **(Gen ED)**

- **Supervisor/Training – BII staff**
- **BID: IEP Behavioral Program Supervisor**
- **BIC: IEP Behavioral Consult**
- **Co-Teacher: Life Skills**

- **Caregiver Support Trainings:**
- **A) Executive Functioning: Distance Learning: A Pathway to Success**
- **B) Finding Hope & Healing During Times of Anxiety & Uncertainty**

- **Evening Parent Support Group**

- **Homework Haven (9-12)**

- **Social Teen Groups**

- **Student Support Groups (during election week & finals week)**

- **Functional Behavioral Assessments** – (viable only onsite as needed)**
- (IEP 's) PLP/Goals/participation
- 504 attendance
- Re-entry Meetings
- Risk Assessments – Suicide
- DCFS reports
- Social Skills (SPED)
- COST meetings/multi-disciplinary mtgs

- MH Team Meetings

Additional Focus:

- Supported social-emotional/executive functioning needs triggered by distance learning/ individual and group therapeutic support. Attended re-entry meetings, contacted DCFS as needed,
 - Parent Support Inclusion – built ongoing relationships with parents as needed in supporting their children’s mental health needs & led evening parent support group (gen ed/sped)
 - Built strong relationships with parents of SPED children to foster inclusion, address concerns, provide support and strategies.
 - Collaboration with COST, DMH counselor, drug counselor, SPED teachers, Gen Ed teachers
 - *Given extenuating circumstances precipitated by Covid-19, connected with students and families as needed on the weekends, evenings, during school breaks.
*summer contact with students ongoing
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Service Delivery: Evidenced Based/Best Practices:
80+ students (counseling)
25-35 weekly (counseling)
*** IEP students: 32**
Co teach – 2- classes weekly/Life Skills/(SPED)
2-3 Social Skills Groups – weekly
BID Supervision: 8 staff/Formal Training: Working with High Functioning Autism & Other Related Syndromes/Data Collection
Ongoing parent dialogues

Crisis Intervention:

Violence Risk Assessment: (0)
Wellness Checks or DCFS Reports (2)

Continuing Education Units:

Providing Inclusive, Respectful Care to Your Gender Questioning, Transgender, & Nonbinary Clients

A Neuro-sequential Understanding of Stress to Promote Wellbeing

Lifting Black Voices: Therapy, Trust & Racial Trauma

Evidenced Based Trauma Treatments & Interventions

White Supremacist Violence: Clinically Understanding Resurgence

Getting Through COVID-19 Directives: Supporting Connection & Emotional Health

Increasing the Effectiveness of Suicide Prevention Strategies

The Grip of Grief: Processing the Continual Losses of the Pandemic

Responding to LGBTQ Youth after Sexual Abuse

Hey White Therapist: Here's Where We Start

Solution Focused Brief Therapy: An Evidenced Based Approach to Rapid, Sustainable Change

The Power of Mindfulness as Practice

Integrating Evidenced Based Practices in School Interventions (PBIP)

Growing Up with Traumatic Grief

Telehealth Treatment of Addictive Behavior

Resilience Factors for People Who Use Drugs

Treating Risky & Compulsive Behaviors in Traumatized Adolescents

The Effects of Child Maltreatment on Brain Development

Science of Suffering & Moving Forward: Post Pandemic

Kids & Loss: How to Work with the Uniqueness of a Child's Grief

Compassion Fatigue: Prevention for Professionals Who Work With Grief & Trauma

Grief After Suicide: Transition Survivors from "Why?" to "What's Next?"

Traumatic Grief: Cognitive, Behavioral, & Somatic Approaches

Anxiety in the Wake of Loss: Strategies for Working with the Missing Stage of Grief

Disarming the Suicidal Mind: Evidenced Based

LAUSD – Wellness (Students/Staff) during Coronavirus – (Webinar – 3 parts)

LAUSD- Suicide Prevention – (Webinar)

Primary Issues:

- Challenges from Neurodevelopment/neurobiological diagnoses/IEP eligibility
- Trauma – acute/chronic
- Academic stresses
- Depression/Anxiety
- Grief/Loss – acute/chronic
- Interpersonal peer conflict
- Gender & Identity issues
- Psycho-social challenges (eg. financial hardship/family conflict, physical illness /addiction/divorce/mental illness)
- Pandemic stresses
- Executive Functioning challenges
- Social Pragmatic challenges
- Behavioral organization/regulatory challenges

Targeted Interventions:

- SPED; Enhance social-emotional competencies: behavioral management, self-awareness, relationship skills, responsible decision making, enhance social pragmatics, functional independence, bolster executive functioning, emotional resilience – coping/problem solving – social skill training, CBT/ACT/grief therapy/mindfulness/positive psychology, applied behavioral analysis, use of cognitive and sensory tools – goal: IEP acquisition of designated goals
- Trauma: mitigate symptoms, - trauma based CBT/psychoeducation, sensory tools, active listening, mindfulness, grief work, problem solving, coping tools promoting functioning, academic improvement
- Grief/Loss – same as above
- Depression/Anxiety – symptom reduction to promote regulation, ACT/CBT/relaxation/visualization, sensory & cognitive coping tools
- Interpersonal peer conflict – positive problem solving, self-advocacy, Theory of Mind – perspective taking
- Psycho-social – positive psychology, resources, problem solving
- Social Pragmatic Deficits: Social Skill training, self-advocacy, social referencing, problem solving, coping, fostering self-esteem and inclusion/**(2) SPED social skills groups** (1 teen boys) (1 teen girls)